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ABSTRACT

The result of a school-university partnership to prepare future special educators, this collection of lesson plans is designed to teach self-determination across the K-12 curriculum to empower students with disabilities. All of the lessons have been implemented within a micro-teaching demonstration with special education interns. Lesson plans are provided for: (1) oral language for K-3 students with learning disabilities and for secondary students with mental retardation; (2) reading acquisition for K-2 students with mental retardation and for secondary students with learning disabilities; (3) reading comprehension for primary students and for secondary students with learning disabilities; (4) study skills for secondary students with learning disabilities and emotional disturbances; (5) social skills for secondary students with emotional disturbances and for all students; (6) written expression for secondary students with learning disabilities and elementary students with emotional disturbances; (7) mathematics computation for secondary students with mental retardation and for students with learning disabilities; (8) mathematics problem solving for secondary students with emotional disturbances and for students with learning disabilities; and (9) technology for elementary students with mental retardation and for students with learning disabilities. An appendix includes comments on self determination and social competence. (Lesson plans include references.) (CR)

ED 449 615

**Lesson Plans for Self-Determination Across the K-12 Curriculum for
Students with Learning Disabilities, Students with Mental Retardation,
Students with Emotional Disabilities, and Students with Traumatic Brain Injury**

by

Special Education Interns
and
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These Lesson Plans are Dedicated to the Children and Youth

Many things we need can wait. The child cannot.
Now is the time his bones are being formed;
his blood is being made; his mind is being developed.
To him we cannot say tomorrow. His name is today.
--Gabriela Mistral

**Self Determination Across the Curriculum:
Lesson Plans by Fall 2000 Special Education Interns**

Table of Contents

Oral Language Lesson Plans

Cheryl Martin	Our 5 Senses	K-3	Students with LD	1
Beth Harrison	Simple Categories	9-12	Students with MR	8

Reading Acquisition

Jacqueline Katsoufis	Fluency	K-2	Students with MR	10
Priscilla Romero	Predict the Plot	9-12	Students with LD/ESL	18

Reading Comprehension

Serena Comella	Monsters	1-2	Students with MR	24
Diane Martin-Snyder	A Prediction	8-12	Students with LD/TBI	25

Study Skills

Rebekah Dyer	Prepare for a Test	9 th -10 th	Students with LD	29
Daniel Coburn	Scavenger Hunt	9-12	Students with ED/LD	31

Social Skills

Susan George	<i>FAST</i> Problem Solving	9-12	Students with SED	37
Nichole Pottinger	Being Good Friends	K-12	Students of all abilities	33

Written Expression

Kelly Buck	<i>MADLIB & SCOPE</i>	9 th	Students with LD	45
Nancy Kane	Who am I?	4-8	Students with ED	49

Mathematics Computation

Julia Munoz	Touch Math	9-12	Students with MOMR	53
Lina Nguyen	Probability	7-8	Students with LD	56

Mathematics Problem Solving

Amanda Gill	Key Words	7-8	Students with ED	58
Ann Calvert	4-Strategies	7-8	Students with LD, MR, TBI	64

Technology

Donald Rand	The Graph Club	4-6	Students with MR, LD	66
Annemarie Lampright	Internet Data Analysis	6 th -7 th	Students with MR	69

Appendix

Self Determination and Social Competence				72
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Introduction

Since Fall, 1999, Tolleson High School District, Gonzales Elementary School, and ASU West Special Education faculty have been involved in a partnership to prepare future special educators. Certified special educators in the schools agree to mentor special education interns during a 16-week internship. Many of the special educators are guiding the implementation of Student Led Individual Education Plans and self-determination to children and youth with disabilities.

The special education teacher education interns learn to apply the concepts of self-determination within the framework of adapting Individual Education Plans to the Arizona Standards.

The result is this document of lesson plans for teaching self-determination across the K-12 curriculum to empower students with disabilities. All of the lessons have been implemented within a micro-teaching demonstration with other special education interns. Some of the lessons have been implemented with the children and youth in the internship classrooms.

The authors of these lesson plans give permission for reprinting the lessons for teaching children and youth with disabilities. Please be sure to use appropriate referencing to protect their intellectual property rights.

*Ann Nevin, Ph. D.,
Professor & Editor*

11/20/00

Topic: Our Five Senses!¹

Grades K-3

35 minutes



Mini Lesson Demonstration by Cheryl Martin

Objective:

Given an assigned sense, the students will use either their sense of smell, taste, hearing, sight or touch to describe an item; first in a small group and then to the entire class, once, during language arts, as measured by teacher observation with 100% accuracy.

Focus Questions: (3 min)

1. **What does it mean to describe something?** (*to explain something using our words*)
2. **What kind of words can I use to describe this?** (hold up a ball) (*round, blue, bounciness, soft, hard etc*)
3. **What parts of our bodies do we use when we describe something?** (*sight, sound, touch, taste, smell*)
4. **Does anyone know what sight, sound, touch, taste and smell are called?**
Our five senses!

Procedure²:

Explanation: (5 min.)

Our five senses are very important. We get all of our information, all of our clues about the world through our eyes, ears, hands, mouth and nose! Then when we want to explain something about our world to our moms, dads, teachers or friends we use our sight, sound, touch, taste and smell words to describe those things!

Demonstration: (7 min)

Today in our groups we are going to describe something. Each group will get something different to describe, don't show the other groups what you have because after your group describes it, all the rest of us will try to guess what it is! Each person at the table will be given a sense card. You can only use the sense that is on your card to describe your thing. Some of you will be able to use all of your sense cards and some will only be able to use some of your cards. That is okay, as long as you use your words to describe your object. Remember each person gets one card, one sense, to describe! Now I will go around the room and give you your item.

Application: (15 min)

The each individual within the group will take turns describing the items.

¹ Nevin, A. (2000). "A failsafe lesson plan." Distributed fall 2000, SPE 323: Technology & Instructional Methods in Teaching Students with Cross Categorical Special Needs. ASU West.

² Adapted from lesson in, Bos C. & Vaughn (S.) (1998). Teaching Students with Learning and Behavioral Problems ("Surprise Pouches" 106). Boston, MA: Allyn and Bacon.

Evaluation: (5 min)

The other groups will guess what each group has. We will discuss why some things were easier to describe than others and why we guessed right for some, all or none of the groups.

Materials:

Items for 4 groups of 4 – 5 students.

- ball
- Stuffed toy duck
- Toy fire engine
- Bird seed
- Piece of Bread³

Homemade sense picture/word cards, four of each of the following:

- See
- Sound
- Touch
- Taste
- Smell

Enrichment Activities:

- ⊙ Discuss sensory disabilities with the students such as blindness, deafness and paralysis. How do these disabilities effect the other senses?
- ⊙ Write 5 words (one for each sense) that describe your favorite food.
- ⊙ Write an essay about your favorite food, toy, or place.

SDAIE Techniques⁴

- A1. Uses contextual references (visuals, realia)
- A4. Uses a variety of questioning strategies and activities to meet the needs of individuals at varying stages of language acquisition.
- B4. Modifies Teacher-talk to make input comprehensible
- B9. Verifies comprehension before moving on
- E2. Accepts appropriate student response

³ Piece of bread is used so one group will be able to use the sense of taste. Any type of food can be utilized, however it is important to assess the likelihood of food allergies when using this lesson plan.

⁴ Walters, T. (1996). *The Amazing English! How to Handbook* (pg. 94). NY: Addis on-We sley.

Rationale for Teacher Actions:

I have designed this lesson plan to be utilized in an inclusive classroom for grades K-3. Specifically I designed the format of the lesson to address children with learning disabilities, however it can be utilized for children under any category of IDEA or with typical children in general. I believe the lesson addresses children with learning disabilities in four ways:

1. Children with learning disabilities typically have social skill problems and this lesson requires a "give and take" of communication, turn taking, information sharing and interaction between peers.
2. This lesson makes the most of all learning styles:
 - a. Auditory: Lecture, peer communication and for the student with the hearing "sense" an extra listening skill is utilized.
 - b. Visual: Picture cards given to the children to recognize the sense and the word that represents the sense, large picture cards placed on the wall and teacher written information from groups on the board as well as an extra visual sense utilized by the person with the sense card.
 - c. Haptic/Tactile: The children must feel the objects they are describing.
3. For the child with any type of memory processing deficit, the "sense cards" are physical reminders of what sense the child has and therefore how to describe the object when it is his/her turn.
4. The lesson specifically addresses students who have specific learning disabilities in spoken language and reasoning. The format of the lesson is such that it is easily organized, predictable and consistent therefore accommodating a child who has difficulty with organization. In addition, the lesson does not require the child elaborate on the description of the item. One word descriptors that specifically tap into a students' prior knowledge base (touch, smell, see, hear, taste) are all that is required. The student may elaborate but it is not required.

Relationship to Self Determination⁵:

I believe I addressed self-determination with choice making skills (which sense to choose to describe), decision-making skills (how I will describe the item), problem solving skills (what I words I want to use to describe), and self-evaluation (by having the others guess, if they guess right your descriptions were right on target!).

⁵ Wehmeyer, M., Et. al. (1997). The development of self-determination and implications for education interventions for students with disabilities. International Journal of Disability, Development and Education, 44 (4), 305-328.

Arizona Language Arts Standards

Reading

R-R5 - Comprehend the meaning of simple written selections using Prior knowledge, letter sound relationships and picture cues.

PO2. Derive meaning from picture cues

PO3. Derive meaning from illustrations/print using prior knowledge experience.

Listening and Speaking

R - Follow simple directions

R - Share ideas, information, opinions and questions

R - participate in group discussions

F - Use effective vocabulary and logical organization to relate or summarize ideas, events and other information.

F - Give and follow multi-step directions

Viewing and Presenting

F - Interpret visual clues in cartoons, graphs, tables and charts that enhance the comprehension of text

Arizona Math Standards

Number Sense Standards

1M-R1 - Develop an understanding of number meanings and relationships

Data Analysis and Probability Standards

2M-R2 - Collect, organize and describe simple data

Patterns/Algebra/Functions

3M- R1 - Create, describe and extend a variety of patterns, using concrete objects

3M-F1 - Create, describe and extend a variety of patterns using shape, events, designs and numbers

Arizona Science Standards

Science as inquiry

ISC-R3- Categorize objects, organisms and events in different ways

PO1 Organize (eg. Sort, classify, sequence) objects, organisms and Events by different characteristics

1SC-R6- Communicate observations and comparisons through various means such as pictographs, pictures, models and words.

PO1 Describe observation with pictographs, pictures, models and words.

History and Nature of Science

2SC-F3- Understand that science involves asking and answering questions and comparing the results to what is already known

Life Science

4SCF3 – Identify the basic structures and functions of plants and animals

PO1 Identify basic animal structures

PO2 Describe the functions of basic animal functions

4SC-F5- Recognize that component parts make up the human body systems

Physical Science

5SC-R1- Compare objects in terms of common physical properties

Workplace Standards

Readiness (kindergarten)

1WP-R1 - Follow simple directions

PO1. Identify the source of a direction

PO2. Complete directed work

4WP-R1 - Interact positively with other students and work cooperatively as a team member on class projects

PO1. Demonstrate characteristics of positive behavior

PO2. Identify Roles of team members

PO3. Interact collaboratively to obtain team results

4WP-R2 - Demonstrate politeness and adaptability in their relations with other people.

PO1. Practice positive manners

PO2. Practice adaptability

8WP-R2 - Allocate the time, space and materials needed to accomplish classroom activities.

Foundations- (Grades 1-3)

1WP-F1 - Describe how the five senses are used in communication

PO1. Identify the five senses

1WP-F5 - Share ideas, opinions and information with a group, choosing vocabulary that communicates messages clearly, precisely and effectively.

PO1. Participate in groups

4WP-F3 - Demonstrate teamwork skills by contributing ideas, suggestions and effort; resolving conflicts and handling peer pressure.

PO1. Demonstrate skills necessary for positive group dynamics

Council for Exceptional Children
Common Core of Knowledge and Skills Standards

Common Core 5: Planning and managing the teaching and learning environment.

- K1 Basic classroom management theories, methods and techniques for students with exceptional learning needs.
- S1 Create a safe, positive and supportive learning environment in which Diversities are valued. (in this case the diversity of learning styles)
- S3 Prepare and organize materials in order to implement daily lesson plans
- S5 Design a learning environment that encourages active participation by learners in a variety of individual and group learning activities

Common Core 8: Professionalism and Ethical Practices

- K2 Importance of the teacher serving as model for students
- S3 Promote and maintain a high level of competence and integrity
In the practice of the profession
- S5 Demonstrate proficiency in oral and written communication

Professional Teaching Standards

Standard 1: The teacher designs and plans instruction that develops student's abilities to meet AZ academic standards and the districts assessment plan. The performance assessment shall measure the extent to which the teachers planning:

- 5. Addresses prior knowledge of individual and group performance
- 6. Includes appropriate use of a variety of methods, materials and resources.
- 7. Includes learning experiences that are developmentally appropriate

Standard 4: The teacher creates and maintains a learning climate that supports the Development of students' abilities to meet AZ academic standards. The performance assessment shall measure the extent to which the teacher:

- 5. Respects the individual differences among learners

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Arizona Department of Education (2000). Arizona standards. Retrieved from World Wide Web [9-15-00] <http://ade.state.az.us/standards>.

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Wehmeyer, M. et. al. (1997). The development of self-determination and implications for educational interventions for students with disabilities. International Journal of Disability, Development and Education, 44 (4), 305-328.

Topic: Identification and organizations of simple categories.

Age Appropriateness: High school, but can be adapted to younger students when used with an easier, more familiar set of categories.

Type of Disability: For all students, with emphasis on MR.

AZ Standard: LS-FS1. Associate meaningful real life experiences with symbolic language.

PO 6. Associate objects with their functions.

CEC Standard: Common Core 4. Instructional Content and Practice
S4 Prepare appropriate lesson plans.

Rationale for Teacher Action: This lesson was designed to enforce adaptive behaviors and skills learned previously. This activity is to be used as a reinforcer of self-care skills, social skills, and communication skills that were taught earlier throughout the semester.

Materials: Lists of categories and words to describe categories, timer, and a scorecard.

Relationship of Self-Determination or Life Skills: Categories reflect what the student's are learning in their class themes. As students recall the categories they feel confident in what they have learned. Students learn what objects are related to the specific category and learn what skills are required to be able to accomplish that skill.

Objective: Given a pre-determined number of community objects, the student will be able to orally state a relevant category as determined by the teacher in a three minute time with 100% accuracy.

Procedures

(2) **Explain:** Review what categories are. The game is played like Name That Tune. The game is played by each person or team deciding how many objects they need to be able to guess the category. Each player in turn says how many objects they need. The other team then challenges that number by lowering their own object number or by saying, "name that category!" Give the team the number of objects they said they could get the category in and set the timer. If the team gets the category in the appropriate amount of time they get a point, if not the opposing team gets the point if they state the correct category.

(2) **Demonstrate:** Category Pizza Toppings. Objects: pepperoni, sausage, onions, green pepper, mushrooms, black olives, Canadian bacon, extra cheese, anchovies.

(8) **Application:** Play game.

(3) **Evaluate:** Tally the number of correct categories that were given. Ask questions about the categories to see if the students can name the objects. Use objects of the words instead to see if the number correct increases. Take field trips to the places that were categories and see if they can remember what objects belong in those places.

Bos, Candace S. and Sharon Vaughn. (1998). Strategies for teaching students with learning and behavior problems, (p. 93) 4th ed. Boston, MA: Allyn & Bacon.

Jacqueline Katsoufis
SPE 324 Dr. Nevin
September 27, 2000

Lesson Plan
Mini-lesson on fluency
1st grade students with mental retardation
Inclusion

Lesson Objective: Within 4 weeks, students given an appropriate level reading book, will be able to read fluently (appropriate pace, rhythmic, no stoppages, uniformly) 80% of the time, as measured by a teacher-created test and observation.

Arizona Standard: Reading R-F2 Use word recognition and decoding strategies such as phonetic skills, context clues, picture clues, word order, prefixes and suffixes to comprehend written selections. PO 1. Derive meaning from a written selection using reading/decoding strategies (phonetic clues, context clues, picture clues, word order, structural analysis, word recognition).

Listening and Speaking: Follow simple directions. Listen and respond to stories, poems and nonfiction.

Katsoufis

SDAIE Techniques Used:

Comprehensible Input and Output

- ❖ Contextual references (visuals, realia).
- ❖ Link new vocabulary and language to previously learned information.
- ❖ Expose students to higher levels of comprehensible language.

Negotiation of Meaning

- ❖ Modify instruction as needed, using strategies such as scaffolding, expansion, demonstration, and modeling.
- ❖ Match language with natural speech and intonation.

Sheltered Content Instruction

- ❖ Modify the language input according to the needs of the students (e.g. rate of speech, careful use of idioms).
- ❖ Engage students in active participation.

Thinking Skills

- ❖ Ask questions, give directions, and generate activities to advance students to higher level of thinking (from recalling to evaluating).
- ❖ Allow ample wait time after asking questions.

Classroom Climate

- ❖ Nurture a positive climate.

Techniques for teaching persons with mental retardation

- Use concrete materials that are interesting, age appropriate, and relevant to the students.
- Use small sequential steps.
- Provide prompts and consistent feedback.
- Break down into small steps or segments, with each step being carefully taught (i.e., task analysis).

Information:

Teacher Action:

I will introduce new vocabulary words, and review previously learned words. I will read Brown Bear, Brown Bear, What Do You See? I will distribute copies of the words in the story, along with bingo boards and chips. I will place a copy of the words to the story on the overhead projector. I will have comprehension questions representing several levels of Bloom's taxonomy ready to ask the children.

Student Action:

The students will read Brown Bear, Brown Bear, What Do You See?, as a group. The students will play bingo with vocabulary words taken from this book, types of animals (new vocabulary), and colors (previously learned vocabulary). The students will match words (new and old) to the words on their bingo cards. The words will be chosen at random. After a student wins bingo, the students will form groups of 3-5 students. The small groups will independently read the book again, acting as peer tutors for each other as needed. The students will read the book, out loud¹, as a group. The students will answer questions about the story and vocabulary words.

¹ This is known as "Choral repeated Reading," an effective teaching practice for increasing oral reading fluency, as described by Bos, C., & Vaughn, S. (1998) Strategies for teaching Students with Learning and Behavior Problems (p. 178). Needham Heights, Massachusetts: Allyn and Bacon

Materials:

- Stuffed animals associated with the story (e.g. teddy bears, ducks, etc.).
- Overheads/visuals
- Bingo game score card that has words and picture clues.
- Flash cards of words, along with overhead with picture clues.

Self-determination:

- Peer/group help.
- Deal with conflict and criticisms.
- Be creative.
- Visually rehearse.
- Take risks.
- Access resources and support.
- Realize success.

T.O.T.E.

Test (pretest)

I will explain to the class that we are going to play word bingo. We will use both our old and new vocabulary words. I will check for mastery on the previously learned vocabulary words, via oral responses. I will introduce the new words (chart) by asking if any of the students can tell me what the word is that I am pointing to (prior knowledge). I will read a book once, and then the children and I will read it together. I will check for learning by means of the vocabulary list.

Operate

I will ask the children if they know how to play word bingo. We will proceed pending the answer I receive. The class will play word bingo until a child calls "bingo". I will check for accuracy on the winner's bingo card. The class and I will quickly review both sets of vocabulary words (animals and colors)

Test (post-test):

As a class, we will read both sets of vocabulary words out loud from a chart. The children, in small groups, will practice reading out loud together, offering support to each other. One final time, the class will read Brown Bear, Brown Bear... in unison, fluently.

Exit:

I will tell the students that they are all great readers, and they should be proud of themselves.

Brown Bear, Brown Bear,
what do you see?
I see a red bird looking at me.

Red Bird, Red Bird,
what do you see?
I see a yellow duck looking at
me.

Yellow Duck, Yellow Duck,
what do you see? I see a blue horse looking at me.

Blue Horse, Blue Horse,
what do you see? I see a green frog looking at me.

Green Frog, Green Frog,
what do you see? I see a purple cat looking at me.

Purple Cat, Purple Cat,
what do you see? I see a
White dog looking at me.

White Dog, White Dog,
what do you see? I see a black sheep looking at me.

Black Sheep, Black Sheep,
what do you see? I see a goldfish looking at me.

Goldfish, Goldfish,
what do you see? I see a teacher looking at me.
Teacher, Teacher,
what do you see? I see children looking at me.

Children, children,
What do you see?

We see a brown bear, a red bird, a yellow duck, a blue horse, a
green frog, a purple cat, a white dog, a black sheep, a goldfish and
a teacher looking at us. That's what we see.

Bill Martin Jr./Eric Carle (1996). Brown Bear, Brown Bear, What
Do You See? Henry Holt and Company, LLC

brown

blue

yellow

green

purple

white

green

red

black

bear

horse

duck

frog

cat

dog

frog

bird

sheep

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Approach to curriculum design and teaching. Exceptional Children,
53, 17-31.

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Reading Acquisition - Predict the Plot
(Mini Lesson)

Arizona Standard: Reading; PO 3. Make predictions based on evidence presented

Instructional objective: Given a comic strip in Reading class over a fifteen-minute period each group of students will identify what is taking place using one descriptive word meeting 100% of the teacher's standards of what is an appropriate descriptor without any arguments.

Type of disability: Learning disability, LD with bilingual background

Grade Level: High School

Materials: Cartoon strip, mini white boards, Dry markers, erasers

Procedures:

- Explain to the students what they will do with the comic strip in front of them. I will demonstrate how to use the first frame of the comic strip.
- Have each group come up with one word that describes what's taking place in the comic strip
- Go around the room and have each group share their words and wrote it on the board so the students can visually see their peers response
- Have the students discuss in their groups what they think will happen next
- Have the students turn over the second strip of the comic and describe what is taking place using one word
- Brainstorm the word cynic and come up with a class definition, write on board
- Have each group share their descriptor word and their understanding of the word cynic
- Have each group draw the last piece of the comic strip and fill in the bubble to end the comic
- Share each groups ending with one another

-Go back and review the class definition of the word cynic

Self-Determination:

Decision Making Skills

- The students need to decide as a group on one word descriptor

Evaluation:

I will evaluate my lesson by identifying what progress of learning took place during the activity. I will see if the descriptor coincides with comic strip. Each group will have verbally discussed the comic strip. I will then ask students if they can give me some feedback on why they did this type of activity. Their responses will inform me on what they learned and if my objective was accomplished.

SDAIE Technique:

-Provides activities and opportunities for increased student talk as students develop English

-Accepts appropriate responses

Reference:

Bos, C., Vaughn, S. (1998). Strategies for teaching students with learning and behavioral problems, 4th ed. Boston: Allyn & Bacon.

Expected Learner Action Verbs:

-Participation

-Communication

Achieved Method of Instruction:

-By using percent as a way to tell if the objective has been met. If the entire class participated and all of the groups came up with appropriate descriptors then 100% of my goal was met.

Serena Comella
9-20-2000
SPE 324
Lesson plan
Reading Comprehension
Dr. Nevin

Title: "The Very Worst Monster"

Author: Pat Hutchins

Grade Level/Subject: Reading Comprehension, modified for second grade students with Mild Mental Retardation in a self-contained classroom. Level of story 1st to 2nd grade.

Overview: Students enjoy telling stories as much as they enjoy reading or listening to them. The students may use their story worksheet so he or she can retell the story. While retelling the story, the student recalls parts of the story that were comprehended, as well as using oral expression. This lesson teaches students how to use real life skills and social skills by having the students learn how to read with oral expression. The students will also learn how to ask themselves questions about the main ideas of a story, and how to ask their peers questions. The students will also learn that they can tell stories when they get older and baby-sit. The students will learn that they can have their baby sitters read or tell them stories. The students may enjoy the visual representation as well as the oral delivery. The kinesthetic, visual, and auditory learning styles are applied in this lesson. One SDAIE technique used in this lesson is, Allows for an initial listening period for students at the pre-production level.

Objectives: Students will be able to:

1. Orally retell the main ideas of the story with 80% accuracy. The five main ideas are:
 - A) **Setting:** (Who) Main characters are Baby Billy Monster, and Hazel Monster.
 - (What) Hazel tries to prove she is the worst monster in the family and no one will

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9-20-2000
SPE 324
Lesson plan
Reading Comprehension
Dr. Nevin

listen to her. (Where) The story takes place in the family, around the family house.

(When) The story took place during the day. B) **Trouble:** Baby Billy Monster is the one in the family who gets the most attention because he is the worst monster.

Billy's sister Hazel tries to show her family that she is the worst monster in the family. None of the family members will listen or pay attention to Hazel. C) **Order of action:** Hazel tries to lose her brother, frighten him, and then she gave him away.

D) **Resolution:** Billy found Hazel after she tried losing him. Billy didn't get frightened when Hazel tried scaring him. Billy's new family gave him back. E)

Ending: After Hazel gave Billy away, Hazel's parents decided Hazel was the worst monster. Hazel decided she is the worst monster, but Billy is the worst baby monster, because the people she gave him to gave him back.

2. Complete the "Store the Story" strategy worksheet with 80% accuracy.
3. Be a receptive member of the audience with 80% accuracy.
4. This lesson plan satisfies Arizona Standard 1 Reading Functional (Ages 3-21)

R-FS4, retell stories/directions in a sequence using gestures, words, or pictures.

Resources:

Teacher: The book, "The Very Worst Monster", Tape, Tape Player, Worksheets, copies of story

Students: Pen or Pencil

Activities and Procedures (20 minutes):

1. I will ask the students two questions to introduce the story. Have you ever felt like nobody pays attention to you? Have you ever tried to get some one's attention by

Serena Comella
9-20-2000
SPE 324
Lesson plan
Reading Comprehension
Dr. Nevin

doing something outrageous or crazy? By asking these questions I will be able to relate the students to the characters of the story.

2. Next, I will tell them that we will be reading a story about a monster, who has problems getting attention.
3. I will then have my four students arrange themselves in a circle on the floor. I will play the tape of the story while I sit with them on the floor.
4. (Visual and Auditory) Students will listen to the taped story and follow along using the provided copy of the story. I will also show the students the pictures from the book. I will tell the students to listen to how the storyteller uses expression in his voice for the different characters.
5. (Kinesthetic) Next, the students will return to their seats, and complete the work sheet I hand out with 80% accuracy. By completing the worksheet I will be able to tell what the students have comprehended. This technique of "Store the Story" is used from page 205 of the (1998) textbook, "Strategies for Teaching Students With Learning And Behavior Problems," by Candace S. Bos and Sharon Vaughn.
6. (Language) Next, I will ask the students to orally retell what they have learned about the story to the class. The students may use the worksheet to guide them. Students may volunteer or I will choose them. By orally retelling the story the students can show me how much they have learned and what they comprehended.

Closure: I will ask the students to write down their favorite character in the story, and tell me why they chose that particular character. The students may write on the back of their worksheet. This is part of the exit process of the TOTE instruction.

Serena Comella

9-20-2000

SPE 324

Lesson plan

Reading Comprehension

Dr. Nevin

Tying It All Together: I will say, "Story telling is an activity that can be used when you grow up and baby sit. You may have a baby sitter now who may read or tell you stories until you get older. We have also learned how to ask ourselves questions about what we have read to see if we understand the meaning of the story."

- The TOTE instruction was used in this lesson plan, and satisfies Common Core 5, Skill three, and Prepare and organize materials to implement daily lesson plans. Common Core four, Knowledge five, Techniques for modifying instructional methods and materials is also satisfied.

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9-20-2000
Reading Comprehension Worksheet
SPE 324
Dr. Nevin

Name:
Date:

The Very Worst Monster Work sheet

1. Setting- Who, What, Where, When
2. Trouble-What is the trouble to be solved?
3. Order of action-What happened to solve the trouble?
4. Resolution-What was the outcome for each action?
5. What happened in the end?

Mini lesson Plan: Reading Comprehension Upper Grades (8-12) Including Student with Learning Disabilities

Journey: A Prediction

Az. Standard: R-E2. Use reading strategies such as making inferences and predictions, summarizing, paraphrasing, differentiating fact from opinion, drawing conclusions, and determining the author's purpose and perspective to comprehend written selections

PO 1. Identify the main ideas: critical and supporting details: and the authors purpose, feelings and point of the text.

PO 3. Summarize the text in own words.

PO 4. Compare and contrast the text (characters, genre, cultural differences, fact, fiction).

PO 7. Make an inference using contextual clues.

SDAIE A. Comprehensible Input and Output

1. Uses contextual references.
2. Implements listening activities to assist students is developing the sounds of English
3. Taps into prior knowledge

B. Negotiation of Meaning

1. Monitors student comprehension through interactive means such as checking for comprehension and clarification utilizing questioning strategies, having students paraphrase, define, and model.

1. Modifies teacher- talk to make input comprehensible.
2. Models language with natural speech an intonation.

C. "Sheltered" Content Instruction

1. Engages student in active participation activities and responses.

Objective: To receive feedback from 100% of a reading group, grouped by reading level. given 20 opportunities to brainstorm a group prediction of the story *Journey* by only investigating/reading the covers, prelude, title and author.

Lesson Topic/Title: *Journey: A Prediction of the Content*

Learning Objective: To learn and practice the reading strategies of drawing inferences, summary and prediction to comprehend written words.

Content Obligatory: Activate prior knowledge and experiences to bridge the new material into the students' lives. Brainstorming ideas for a prediction based on past experiences of family and photographs.

Introduce:

Experience: Show pictures of family. Make a memory of the event.

Prior Knowledge "Does anyone have a grandparent? If so do you know what they look? Have you seen pictures of them? What position are you in your family Are you the oldest, youngest?" Receive answers from each student. All are important. This method helps to cue students with learning disabilities' memories and tap into prior knowledge.

Explore:

Presentation:

Anyone ever read this book? I'm going to teach you how to know what a book is going to be about BEFORE you ever read it. There are clues all over the book. We just need to learn to know where to look. We are like detectives searching for clues to the story. (Speak slower and clearer, restating main facts often). What can this story be about!

I brought in some clues of my own in case we get stuck. Show camera and pictures of family. Give time to inspect and leave in view throughout lesson. Hand each student a copy of *Journey*. Take a picture of the reading group investigating the book. Ask relevant questions about the book such as what can you tell by the pictures on the covers? Read the back and ask, "Who are the characters?" Lead the group to answer questions about the story.

Practice:

Enthusiastically accept all answers to the question "What do you think this book/story is about? Who are the people (the characters) in the story? What do you think? Etc. Insist on 100% participation of this brainstorming activity. Write all answers. Steer the group discussion to grandparents, grandkids, brother, sister, Mama, farm, photographs, and camera. The brainstorming activity should and does lead to a prediction.

Extend:

The great part is it also leads right into a summary of brainstormed ideas generated by the group. It may be completed in one class! Good for students with T.B.I. or L.D. The lesson on how to summarize (writing down ideas), leads into the homework assignment.

Read chapter one. Summarize the content. (Homework)

Next: Brainstorm questions about chapter one based on the summaries. Clarify meanings to new words. Predict chapter two for practice as a class braining and in small groups.

Next (Home) Read chapter two, and summarize the content.

Include two words in the chapter you wish to have clarified. Clarified means to have someone tell you the meaning. This skill (to clarify) is the next lesson. How to find the meaning of words in context? Each lesson builds on each other.

Assess:

Assessment is ongoing with a portfolio of the students' *Journey* through questions, predictions, summaries and vocabulary words per chapter. Include photographs or drawings of their family, of the reading group and any other items that they decide to add in their portfolio.

Monitoring system is the portfolio.

Self-Determination: self-expression and decision-making.

CEC 5:

S3: Prepare and organize materials I order to implement daily lesson plans.

S5: Design a learning environment that encourages active participation by learner in a variety of individual and group learning- activities

Walter, Teresa. (1996). *Amazing English*. USA: Addison-Wesley Publishing Company, Inc.

MacLachlan, Patricia. (1991). *Journey*. New York: Bantam Doubleday

Rebekah Dyer
SPE 324
Mini Lesson Demo
Study Skills

Subject: World Geography

Grade Level: Freshman – 9th Grade

Type of Disability: Learning Disability

AZ. Standard: 3SS-E4. Demonstrate understanding of the characteristics, purposes, and use of geographic tools to locate and analyze information about people, places, and environments, with emphasis on:

PO 5. Identifying and locating physical and cultural features in the United States, and in regions of the world

PO 6. Interpreting thematic maps, graphs, charts, and databases depicting various aspects of the United States and world regions studied

R-F4. Identify facts and the main idea, sequence events, define and differentiate characters, and determine an author's purpose in a range of traditional and contemporary literature.

PO-1. Identify the main idea and relevant facts in a reading selection

SDAIE Techniques: Taps into and accesses student's prior knowledge.

Reviews main topic and key vocabulary and ideas.

Self-Determination Skill: Choice Making Skills

Decision Making Skills

Problem Solving Skills

CEC Common Core Competency: S11. Teach students to use thinking, problem-solving, and other cognitive strategies to meet their individual needs.

Objective: Students will review and practice study skills for the test over Chapter 10-13 by making a Jeopardy game and playing it during a 15 minute session as observed by the teacher.

Focusing Question: How do you know what is the most important information when reading a text book?

Explanation: When a person is reading a textbook to study for a class, they need to know how to determine what is the most important information, because that will most likely be on the test. We need to learn how to study, so we can do good on our tests.

Demonstration: When you are reading a text book, you can look at the titles, introductions, summaries, words in bold or italics, and the illustrations to determine what is most important to study for a test. It is a good idea to read the chapter summary first so you know what to look for while reading the chapter. The words in bold or italics usually tell you definitions.

Application: In groups of four or five students, each group will generate five questions for the chapter they have based on what they think is important in that chapter.

Evaluation: Students will play a game of jeopardy with the questions they generated and the teacher will discuss if the questions are relevant or not. The questions the students generate will be used for the teacher to make their test.

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Holt, Rinehart, and Winston. World Geography Today. Harcourt Brace and Company. Austin, Texas. 1995.

Daniel Coburn
10/11/00 SPE 324
Dr. Nevin
Mini-Lesson Demo

Age Level: Secondary can be adapted for any grade by using simpler words.

Type of Disability: ED and LD

CEC Standard: Common Core 4. Instructional Content and Practice S10. Use instructional time properly.

Arizona Standards: R-FS5. Decode simple words PO5. Match picture to words.

Rationale for Teacher Action: This lesson was developed to increase students understanding of words through definition, sentence and picture. The activity is to be used to aid in use of classroom resources, social skills, and communication skills.

Materials: Dictionary, Magazine, pencil/pen, and paper.

Relationship of Self-Determination: The categories reflect what the student's are learning in class. The relationship between categories helps the student s have a better understanding of the subject they are learning about.

Word Scavenger Hunt

Objective: Given a pre-determined number of words, the students will be able to find words in a dictionary, write the definition, use in a correct sentence and find picture in a magazine as determined by teacher in a five minute time to a 100% accuracy.

Procedures:

(3) Explain: Rules of game. The game is a scavenger hunt for four words. The class will be split into four groups of four. Each player in the group will be assigned a number from 1 to 4. Once the game starts, player 1 in each group will look up the word in the dictionary. Player 1 will read the definition to player 2. Player 2 will write the definition on paper. Player 3 will listen to the definition and write the word in a sentence. Player 4 will find a picture in the magazine provided that represents the meaning of the word.

Once team is through, they will raise their hands. The teacher will check for accuracy.

The first team that gets all four areas correct will receive a point. This will be repeated for the rest of the words on the list. The teacher will only show one word at a time.

(2) Demonstrate: The word Tomb, a place of burial. The king is in a tomb. Show a picture of a tomb.

(10) Application: Play game.

(3) Evaluate: Tally number correct for each team. Ask questions about the words, such as how to use a sentence. Use words on test to determine if they remembered the meaning.

Social Skills
Mini Lesson Plan

Do YOU have what it takes to be a good friend?

Grade Level: K-12. Lesson can be appropriately adapted for any grade level or age.

Type of Disability: Adaptations can be made for students with a wide range of disabilities.

Objective: Students will demonstrate their ability to recognize what makes a good friend in two 50-minute class periods with 90% accuracy to be determined by the teacher.

Assessment of Achievement of Lesson Objective:

- ❖ Student Participation
- ❖ Brainstorming worksheet

Materials:

- ❖ Paper
- ❖ Pencil/Pen
- ❖ Crayons/Markers
- ❖ Brainstorming worksheet

Teacher Actions:

- ❖ Monitor on-task behavior
- ❖ Monitor appropriate communication skills
- ❖ Guide students to a higher level of thinking

Expected Learner Actions:

- ❖ Communicate effectively
- ❖ Use of cooperation skills

Procedure:

- ❖ Brief introduction of what "characteristics" make up good or bad friends. [i.e. Good: Listens when you need someone to talk too. Bad: Someone who lies to you.]
- ❖ Once students have appeared to grasp the concept, I will name a "characteristic" and ask if it's good or bad, as my way of assessing their understanding.
- ❖ Confident of their ability, I will break students into groups of four; have them brainstorm their own "characteristics" individually.
- ❖ Next, students will compare their lists and combine them into similar and different categories.

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- ❖ Once the groups are finished, they will share what their table has come up with, but will not repeat any "characteristics" that have been shared before them.
- ❖ After all "characteristics" have been shared, students will choose one and write it down at the bottom of their brainstorming worksheet.
- ❖ At the end of the quarter [or semester], students will assess their ability to perform their chosen "characteristic."

Relation to Self-Determination or Life Skills:

- ❖ This lesson gives students the opportunity to reflect on what a good friend means to them. Students can think about what good and/or bad things they've done as a friend and what their friends have done for them. Students will also be able to build on what their peers share with the class and take several "characteristics" of being a friend apply them either positively or negatively.

Arizona Standards:

- ❖ STANDARD 3. Students apply critical and creative thinking skills to make decisions and solve workplace problems.
- ❖ 5W-FS2. Develop appropriate work habits.
- PO 5. Develop socially appropriate relationships with employers and fellow employees.

CEC Standards:

CC 4 - Instructional Content and Practice

- ❖ K 5 - Techniques for modifying instructional methods and materials
- ❖ K 6 - Life skills instruction relevant to independent, community, and personal living and employment.
- ❖ S 9 - Integrate affective, social, and career/vocational skills with academic curricula.
- ❖ S 10 - Use instructional time properly.
- ❖ S 14 - Use verbal and nonverbal communication techniques.
- ❖ S 15 - Conduct self-evaluation of instruction.

SDAIE Technique:

- ❖ Implements listening activities to assist students in developing the sounds of English.
- ❖ Uses a variety of questioning strategies and activities to meet the needs of individuals at varying stages of language acquisition.
- ❖ Taps into and accesses students' prior knowledge
- ❖ Monitors students comprehension through interactive means such as checking for comprehension and clarification, utilizing questioning strategies, having students paraphrase, define and model.
- ❖ Verifies that all students comprehend before moving on.

Bos, Candace S. and Sharon Vaughn. (1998). Strategies for teaching students with learning and behavior problems. (pg. 411) 4th ed. Boston, MA: Allyn & Bacon.

Do YOU have what it takes to be a good friend?

Characteristics of a GOOD friend.

Characteristics of a BAD friend.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Good Characteristics

Similar

Different

[illegible]

Bad Characteristics

Similar

Different

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Susan F. George
SPE 324 Dr. Nevin
Mini-Lesson Demonstration
October 18, 2000



FAST: An Interpersonal Problem-Solving Strategy

A Failsafe[®] Lesson Plan on Social Skills (1 hour)

Secondary Level (9-12)/Resource Room or Self-Contained Classroom

Designed for Students with Severe Emotional Disturbance/Behavior Disorders

Objective: Given a one hour instructional and practice scenario, the student will understand the strategy, be able to correctly apply the four steps of **FAST** and offer appropriate responses, within 90-100% accuracy, as observed by the teacher and demonstrated by response sheets.

Focus Questions: (5 min)

- **Why doesn't anybody ever pick me for a partner? (I don't have any friends.)**
- **What should I say when she yells? (I don't know how to answer when she talks like that.)**
- **I don't know what he means? (He was nice to me yesterday, but today he's mean.)**

Procedure:

Explanation: (5 min)

There is a way to help us understand what the problem is and how to understand what to say and do. It is a strategy called **FAST**. It teaches students to think about the problem, find some possible ways to answer, choose the best of them, and then try it out to see if it will work. The letters of the word remind us of each step in this problem-solving strategy.

FREEZE AND THINK! (*What is the problem?*)

ALTERNATIVES? (*What are my possible solutions?*)

SOLUTION EVALUATION (*Choose the best (safest, fairest?) solution.*)

TRY IT! (*Slowly and carefully. Does it work?*)

Demonstration: (10 min)

Let's work through a practice scenario together and see if you can use the steps to help find some possible ways to deal with a problem situation. "Some people at school are saying things about me that aren't true. I am getting angry. What should I do?" **Use the above steps** to work through the scenario. **List options** on board. **Talk about different consequences** to choices. **Help students choose** one and then **try it out** with role-playing (if desired). Ask: **Did it work?** If not, **try another one!**

Application: (30 min)

Place students in groups of four and number to four. Have each student take the step that corresponds to number. Allow students to draw a scenario from the **Problem Box[™]** and apply **FAST** strategy, using the above steps. Provide enough problem scenarios for each group to practice several times. Change the numbers on the board each time so all get to practice every step of the strategy.

Evaluation: (5-10 min)

Ask students if they think this could work for them? What do they think? Listen to comments and invite thoughts and examples offered by students. Congratulate class on learning a skill/strategy that will help them communicate more clearly and improve relationships with others, at home, at school, and in their future life experiences.

Additional Information for Lesson

Materials:

Lesson Plan for FAST Interpersonal Problem-Solving Strategy

Problem Box (Shoe box covered and decorated with opening to draw out scenario.)

Scenario Slips in box

Whiteboard and marker to write strategy and suggestions

Enrichment Activity:

Invite students to write questions/problem situations anonymously, and place in problem box for future problem-solving practice. Point out that this problem solving method may be used for class disagreements, and at home, too

Rationale for Teacher Actions:

This lesson addresses the social skills needs for students who have Severe Emotional Disturbance/Behavioral Disorders (SED/BD) in the following ways:

- 1 Allows practice in interpersonal, problem-solving skills and communication;
- 2 Promotes socialization through supervised, structured situations within classroom;
- 3 Provides opportunity to improve social status through peer acceptance and social skills strategies;
- 4 Format involves real-life situations and applications, making it meaningful and appropriate to personal experience;
- 5 Designed to include all participants in each step of the problem-solving activities;
- 6 Role-playing options further enhance the understanding and use of strategy by modeling desired behaviors and actions;
- 7 Establishes a means of dealing with future social questions through use of the "Problem Box."

Relationship to Self-Determination^{IV} Skills:

This lesson teaches strategies to promote self-determination skills such as **self-confidence** and **self-worth**, allows opportunity for practice in **decision making**, **self-advocacy**, **assertiveness**, **brainstorming** and **problem-solving**, as well as **self-reflection** and **self-evaluation** in unfamiliar/uncomfortable situations.

SDAIE Techniques^v:

- A4. Uses a variety of questioning strategies and activities to meet the various stages of language acquisition.
- B1. Monitors student comprehension through interactive means, such as checking for comprehension and clarification, utilizing questioning strategies, having students paraphrase and model.
- C5. Organizes instruction around themes and content appropriate to students' grade level.
- D4. Guides students through learning using varied groupings and configurations.
- E2. Accepts appropriate student responses.

Arizona Department of Education Professional Teaching Standards^{vi}:

- B. Standard 1:** The teacher designs and plans instruction that develops students' abilities to meet Arizona's academic standards and the district's assessment plan. The performance assessment shall measure the extent to which the teacher's planning
- 4. Addresses any physical, mental, social, cultural, and community differences among learners
 - 7. Includes appropriate use of a variety of methods, materials, and resources
 - 8. Includes learning experiences that are developmentally appropriate for learners
- C. Standard 2:** The teacher creates and maintains a learning climate that supports the development of students' abilities to meet Arizona's standards. The performance assessment shall measure the extent to which the teacher
- 3. Encourages the student to demonstrate self-discipline and responsibility to self and others
 - 5. Facilitates people working productively and cooperatively with each other
 - 7. Promotes appropriate classroom participation
- D. Standard 3:** The teacher implements and manages instruction that develops students' abilities to meet the Arizona's academic standards. The performance assessment shall measure the extent to which the teacher
- 4. Models the skills, concepts, attributes, or thinking processes to be learned
 - 9. Encourages critical thinking

Arizona Language Arts Standards/Workplace Skills^{vii}

Reading

R-Essentials 2: Use reading strategies such as making inferences and predictions, summarizing, paraphrasing, differentiating fact from opinion, drawing conclusions, and determining the author's purpose and perspective to comprehend written selections

(Grades 6-8)

- a. Identify main ideas: critical and supporting ideas
- c. Summarize in own words
- e. Determine cause-and-effect relationship
- g. Predict outcome

Listening and Speaking/Workplace Standards

(1WP-F3) Apply critical listening skills (e.g., listening for content, long-term contexts, emotional meaning, following directions)

- PO 1 Listen effectively
- PO 2 Analyze/evaluate orally received information
- PO 3 Respond appropriately

(1WP-F5) Share ideas, opinions and information with a group, choosing vocabulary that communicates messages clearly, precisely and effectively

- PO 1 Participate in groups
- PO 2 Speak to group
- PO 3 Share writing with group

(4WP-F3) Demonstrate teamwork skills by contributing ideas, suggestions and effort, resolving conflicts, and handling peer pressure

- PO 1 Demonstrate skills necessary for positive group dynamics

CEC Common Core of Knowledge and Skills Standards^{viii}

Common Core 5: Planning and managing the teaching and learning environment.

- K1. Basic classroom management theories, methods and techniques for students with exceptional learning needs
- S1. Create a safe, positive, and supportive learning environment in which diversities are

valued

- S3 Prepare and organize materials in order to implement daily lesson plans
- S5 Design a learning environment that encourages active participation by learners in a variety of individual and group learning activities.
- S8 Create an environment which encourages self-advocacy and increased independence

Common Core 8: Professional and Ethical Practices

- K2 Importance of teacher serving as a role model
- S3 Promote and maintain a high level of competence and integrity in the practice of the profession.
- S5 Demonstrates proficiency in oral and written communication
- S8 Use of copyrighted educational materials in an ethical manner

(Adapted from text-Bos & Vaughn) Amish, P.L., Et. Al. (1988) Social problem-solving training for severely emotionally and behaviorally disturbed children Behavior Disorders, 13 (3), 175-186.

ⁱⁱ Nevin, A. (2000). "A failsafe lesson plan." Distributed fall 2000, SPE 323 Technology & Instructional Methods in Teaching Students with Cross Categorical Special Needs Phoenix, AZ ASU West

ⁱⁱⁱ Bos, C. & Vaughn, S. (1998) Socialization and classroom management Strategies in Teaching Students with Learning and Behavioral Problems. (Adapted from "Problem Box" p. 410). Needham Heights, MA Allyn and Bacon. 375-413.

^{iv} Field, S., & Hoffman, A. (1994) Development of a model for self-determination Career Development for Exceptional Individuals, 17, 287

^v Walters, T. (1996). How-to handbook The Amazing English! NY Addison-Wesley, 94

^{vi} Arizona Department of Education. (2000) Arizona professional teaching standards [Retrieved from the World Wide Web 3/10/00 <http://ade.state.az.us/prodev/bdrules.html#R7-2-602>]

^{vii} Arizona Academic/Workplace Skills Standards: Arizona student achievement program. ADOE. (1998).

^{viii} CEC (1998). What Every Special Educator Must Know. (pp. 15-16) Reston, VA CEC

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FAST Strategy Activity Sheet

Adapted from : Bos, C., & Vaughn, S. (1998). FAST: An Interpersonal Problem-Solving Strategy

1. **F**reeze and think. (*What is the problem?*)

2. **A**lternatives. (*What are your possible solutions?*)

3. **S**olution evaluation. (*Choose the best one. Keep it safe and fair. Try to pick the one that will be the best for the future.*)

4. **T**ry it. (*Do you think it will work?*)

You are in the cafeteria. Another student keeps bugging you. He hits you, pokes you, tries to steal your food, and will not stop bullying you. You start to get angry. What would you do? Use FAST to help you.

A friend of yours is upset. She is teased a lot, especially by a boy named Kenny. She told you that she wants to run away from school. What could you tell your friend to help her solve the problem? Use FAST to help you.

You broke up with your boy friend. He is mad at you and his friends are threatening to fight you if you don't make up. It's getting really irritating and you are ready to fight. What else could you do? Use FAST to help you.

There is a really big test next week and you know you won't be ready. The only thing you can think of to avoid failing is cut class, but the teacher said if everyone has perfect attendance for two weeks there would be a class party. What should you do? Use FAST to help?

This girl is talking trash about you. She is so mean. Other kids are asking if what she says is true. You v'e got to stop her. What should you do? Use FAST to help you.

One of your "friends" offers you a drink of something during a party. You're not quite sure what's in it but you don't want to seem like a wimp. What should you do? Use FAST to help you.

Kelly S. Buck
SPE324
Dr. Nevin
Lesson given on
11/2/2000

Written Expression

Mini Lesson Demonstration and Evaluation

Objective:

The students will participate in the class discussion of mnemonic strategies and work as a group to fill out the "Mad Lib" activity. The class will then use the SCOPE strategy to proofread the written piece with 90-100% accuracy as monitored by the teacher in the classroom during the in-class activity for one 45- minute period.

Focus Questions:

1. What is mnemonic strategy?
2. What is an acronym?
3. How can this type of strategy help us proofread our written work?
4. How can we apply this strategy to our own written work?

Procedure:

- A. *Explanation* - The class will review what they have been learning about strategies to help them succeed when writing. The teacher introduces mnemonic strategies, which are devices or clever ways to aid in memory.
- B. *Demonstration* - Today we are going to talk about a specific strategy that will help you remember the important aspects when proofreading. This type of strategy is called an acronym. An acronym is a word that is formed from the initial letters of other words. An example would be NASA or SCUBA. Today we will use one called SCOPE.

- S - Spelling [is the spelling correct?]
- C - Capitalization [are the first words and proper nouns?]
- O - Order of the words [is the syntax correct?]
- P - Punctuation [is there punctuation where necessary?]
- E - Express complete thoughts [does the sentence contain a noun and verb?]

- C. **Application** - The class will be asked to give out impromptu answers to questions. Teacher asks, "Someone give me a noun. Someone else give me an adjective". And so on. The list will contain 13 words. The teacher will then hand out a "Mad Lib" for the students to fill in with the 13 words on the whiteboard. The class will then read it out loud to hear the errors. The SCOPE strategy will be applied to fix the mistakes in the paragraph and the class will actively participate in the proofreading. There will then be a class discussion on what they have learned this period.
- D. **Evaluation** - The students will ask any questions they may have concerning the writing and proofreading process. The teacher will review the meaning of mnemonic strategies. After the discussion, the students will start to work on their own essays using their composition books.

Materials:

- Whiteboard and marker
- Mad Lib paragraph
- Pencils
- Composition books

This lesson was designed for a ninth grade class of students with a specific learning disability in written expression.

Achievement of lesson objective:

- Active class participation
- Strategy was applied to an in class activity

Teacher actions:

- Accepted appropriate answers
- Monitored on-task behavior

Expected learner actions:

- Correctly apply SCOPE to their own writing
- Use the example Mad Lib to aid in their own proofreading

Self-determination:

- Self-evaluation - The students are encouraged to apply the SCOPE strategy to all of their written work. By self-evaluating their own work, the students are able to see and understand where they made mistakes. This will aid them in seeing any patterns they may have concerning repetitive mistakes.

Arizona Standard #2 - Writing:

- [W-E1] Use correct spelling, punctuation, capitalization, grammar and usage, along with varied sentence structure and paragraph organization, to complete effectively a variety of writing tasks.

CEC Standards:

- Common Core #5 - Planning and Managing the Teaching and Learning Environment
- S5 - Design a learning environment that encourages active participation by learners in a variety of individual and group activities.
- S9 - Create an atmosphere that encourages self-advocacy and increased independence.

SDAIE Techniques:

- Links new vocabulary and language to previously learned information.
- Provides activities and opportunities for increased student talk as students develop English.
- Verifies that all students comprehend before moving on.
- Check frequently for understanding of the newly acquired information.

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Lesson Plan Mini Demo **Who Am I?**

(Bos & Vaughn, 1998 p. 271)

I chose this lesson because it seemed to have a topic that would interest the students and help to develop social awareness of others and diversity.

CEC Common Core Competencies: Common Core 4. Instructional Content and Practice.

Skills: S10 Integrate affective, social, and career/vocational skills with academic curricula.

(CEC, What Every Special Educator Must Know p. 112-113).

I have shown the above competency by demonstrating, through a simulation with my peers, an instructional activity that integrates written expression and social awareness.

Arizona Department of Education (ADE) Teacher Certification Competencies: C. Standard 2: the teacher creates and maintains a learning climate that supports the development of student's abilities to meet Arizona's academic standards. The performance assessment shall measure the extent to which the teacher: 4. Respects the individual differences among learners 7. Promotes appropriate classroom participation.

(*Professional Teaching Standards*).

My lesson plan reflects the above competency because throughout the lesson I model acceptance of differences and select lessons that would interest students, increasing their participation in the classroom. I also fit the lesson objective to my student's needs.

A Failsafe Lesson Plan (Clark)

Topic: "Who Am I?" (Bos & Vaughn, 1998 p. 271).

Arizona Academic Standard: Language Arts Standards, Standard 2: Writing
Students effectively use written language for a variety of purposes and with a variety of audiences.

ESSENTIALS (Grades 4-8) (Grades 4-5)

PO 1. Spell correctly

PO 2. Punctuate correctly (e.g., sentence endings, commas in a friendly letter's greeting and closing, commas in a series, abbreviations, quotations in dialog, apostrophes)

PO 3. Apply rules of capitalization (e.g., sentence beginnings, titles, abbreviations, proper nouns)

PO 4. Apply standard grammar and usage (e.g., subject-verb agreement, simple and compound sentences, appropriate verb tense, plurals)

(Arizona Academic Standards & Accountability)

Grade Level/ Age: Grade 4th –6th, Ages 9-11

Disability Category: I have adapted this lesson for students with emotional disabilities.

Rationale: Some characteristics of students with learning disabilities are aggressive behavior, unwillingness to cooperate in class activities, disrupts class, poor social skills, and/or withdrawn behavior.

The accommodations I included for cross-categorical teaching are: presenting an activity that the students can see as having personal relevance to themselves, model the language and behavior appropriate for the students to display toward others.

Self-determination: Choice making skills, Self-observation, evaluation, awareness and knowledge (Wehmeyer, M., Sands, D., Doll, B., & Palmer, S. 1997).

Objective: Given the opportunity (10 minutes) to identify in writing positive descriptions of themselves, the students will write 3 complete, descriptive sentences with 100% correct capitalization, spelling and punctuation, as measured by the teacher at the end of the school day.

Materials: Pens or pencils and paper, dictionary.

Focus question: Who remembers the get to know each other in Dr. Ragle's class? How many of you know something about every person in this class? Today we are going to play a guessing game to see how much we know and to find out more about each other.

SDAIE: E. 2. Accepts appropriate student responses. 3. Accepts appropriate student responses.

F. Classroom climate 1. Uses relevant material.

(Luporine-Hakmi and Molina).

Procedures: (Teacher actions and student actions)

Minutes

- 1 **Explanation:** Teacher says to class, "First, I'm going to read a description to you about someone you all know, then write down on your paper who you think I am talking about." Teacher reads description. Teacher asks if someone wants to guess who the person is. Teacher says, "This is what I want everyone to do: everyone needs to write **three positive sentences that describe** themselves. The sentences need to be **complete** sentences and have **correct spelling** and **punctuation**. The sentences **cannot have your name** in them. Remember, you are going to have your classmates try and guess from your descriptions who you are. Do not put your name on your paper." Teacher writes criteria on board.
- 2 **Demonstration:** Teacher demonstrates through "teacher talk" and working through the directions.

- 10 **Application:** Students will write three sentences on their papers. (3) Teacher collects papers and randomly distributes them. Students read descriptions out loud and other students try and guess who is being described.
- 2 **Evaluation:** Teacher asks: Did you have an easy or hard time writing positive sentences about yourselves? Did you learn something new about your classmates? Students can discuss or write answers on their papers.

Teacher's Evaluation of Lesson and Changes: (only if completed)

DBI Monitoring: Checklist: teacher makes a checklist of the criteria for the activity and checks off where the students has correctly completed each criteria (*Monitor Approaches*).

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Touch-Point Sequencing

Grade 9-12

Students with Mental Retardation

AZ Standard:

*1M-FS: Develop an understanding of number meanings and relationships

P.O 4: Read written numerals, 0-9: This lesson introduces the students to written numbers through visually aids.

Short-term Objective:

Given five numbers weekly, the students will be orally state the number with a 80-100% proficiency in a 15 minute period, as observed by the teacher and/or paraprofessional.

Test: (Test the students' abilities to know what numbers are)

Teacher asks: What are numbers used for?

Students respond: tell time, phone numbers, money...

The teacher places the answers on the board so that the students can see what as been said-

Teacher asks: When do you (class) use numbers?

Students respond: Age, time, date...

Operate:

1. *Teacher asks:* Class what number is this?
2. If the students do not know, tell the students the number
3. The teacher will explain to the student that the cotton ball can help in figuring out the number
4. Pass the number around to each student
5. Have the student touch the cotton ball and count to the given number
6. Have the students repeat the number about 3 times
7. Have a student tape the number on the board to show sequencing
8. Keep reviewing the numbers so that the student start to understand the concept
9. Repeat step 1-8 until all the numbers have been addressed

*Note: Numbers 6-8 have rings around the cotton ball, which means to count that point twice

*Note: Number 9 has a smiley face which means to count that spot once.

*Note: Sign language can be implemented when discussing the numbers

Test Again:

Randomly select a number and have the student(s) state what number it is. Go through the whole class to make sure the students are aware of the concept. If a student does not know the answer, have that student come to the board and touch the counting cotton balls.

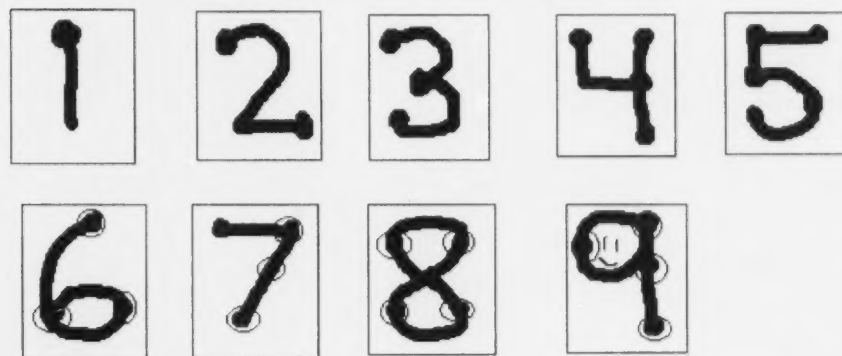
Exit:

Count the numbers all together starting with 1 and ending with 9, than congratulate the students on their outstanding counting skills.

Materials: Colored construction paper, cotton balls, scissors, and paste/tape.

Constructing the numbers:

1. Choose a common background color
2. Choose another color to portray the numbers.
3. Place cotton balls, rings, and smiley faces on the appropriate numbers



Rationale:

Students with Mental Retardation need repetition in the lesson being taught to them. This sequencing lesson deals with repetition that can help the students understand the sequencing aspect. Plus by integrating the number concept this lesson can be used to teach the students their telephone numbers. Because the students are at the secondary level, more life skill activities need to be implemented. Students need to learn things that they can use once they get out in to the real world.

Self-Determination:

*Communicate: The students need too verbally or manually state the given number

SDAIE Techniques:

*Exposes student to higher levels of comprehensible language (i+1): By using sign language the students can grasp the number concept in a different way.

Arizona Department of Education Professional Teacher Standards:

*Standard 3: #7 Uses strategies that are appropriate to students' developmental levels: Repetition is needed in a lesson to help students with Mental Retardation.

Council for Exceptional Child Core Competencies:

*Common Core 4, S14: Use Verbal and Nonverbal communication techniques: This lesson implements oral language and sign language.

Lina Nguyen
SPE 324
10-26-00

Topic: Math Computation
For Students with Learning Disabilities

Classroom scenerio: Fishbowl.

Age appropriateness: Middle school, or up to high school (with adaptations).

AZ Standard:

- 1M-E6.Reconize that the degree of precision needed in calculating a number depends on how the results will be used and the instruments used to genserate the measurements.
- 1M-E6. PO2. Apply the appropriate strategy (e.g., estimation, approximation, rounding or exact numbers) when calculating to solve problems (Grades 4-5, 5-8).

CEC Standard:

- S4. Prepare appropriate lesson plans.
- S9. Integrate affective, social, and career/vocational skills with academic curricula.
- S14. Use verbal and nonnonverbal communication techniques.

Rationale for Teacher Action:

This lesson will help students to guess probability in making appropriate estimates about time, and money management. The rationale is, to help the students be aware of when and how probablity affects their daily lives.

Materials: Worksheets, deck of cards, instructions for game.

- 4:52 that you will get a 2,3,4,5,6,7,8,9,10, Jack, Queen or King.
- 1:4 chance of winning.

(6) Application:

- Play game.
- Have student record card they picked on handout.
- Have student say what card they picked.
- Have student say the probability that the card will be picked again.
- If out of cards, keep track of number of new decks started.

(2) Evaluate:

- Give a post test to see if the students agree with the answers they wrote down at the beginning about when probability exists, and when it is used.

Bos, C. and Vaughn, S., (1998). Strategies for teaching students with learning and behavior problems, (pp. 370) 4th ed., MA: Allyn & Bacon.

Amanda Libby
SPE 324
Dr. Nevin
November 6, 2000

Math Problem Solving

Word Problems

Grade level: 7-8

Subject: Math

Disability: Emotionally handicapped

Description of lesson: The students will learn how to identify the correct application to use to solve the problem. The students will also work cooperatively to develop their own word problems.

Objectives: The student will be able to correctly set up the correct math application and to write his/her own word problem.

Materials:

- Paper for each student
- Pencil for each student
- Teacher made worksheet
- Multicolored highlighters
- Dry eraser markers
- White board

Procedures:

1. Begin the lesson by explaining to the class that they are going to solve word problems.
2. Introduce the steps that a student should use when solving a word problem.
3. The steps are:

- a. Read the problem
 - b. Find the cue words
 - c. Decide what process is needed to solve the word problem
 - d. Write the problem
 - e. Solve the problem
4. Review or introduce the cue words to look for in a word problem.
5. Have the class brainstorm which words they should look for when solving an addition word problem, a subtraction problem, and so on.
6. Write the classes answers on the board.
7. Pass out a worksheet that will contain cue words already prepared by the teacher. The cue words could include:
 - a. All together, and, gave: addition
 - b. Left, spent: subtraction
8. The teacher will pass out another teacher made worksheet containing word problems. The word problems will be addition and subtraction oriented.
9. The teacher will pass out different colored highlighters to each student.
10. The teacher will instruct the class to read the problem to themselves silently, as she writes the word problem on the board.
11. The teacher will then instruct the students to highlight the cue words in the word problem on their page.
12. The teacher will call on various students to share what words they have highlighted.
13. The teacher will underline these cue words on the board.

14. The teacher will have the students pick out the method to solve the problem. She will ask the students if the problem is addition or subtraction.
15. The teacher will call on one student to come up to the board and write the first number that would be involved in the problem.
16. Another student will come up to the white board and write the next number involved.
17. Finally another student will come up to the board and solve the problem.
18. The students that are at their desk should be solving the problem on their own worksheet.
19. The teacher will then pair the students up into groups.
20. Each group will be instructed to write their own word problem, and solve it.
21. Each group will present their word problem to the class, and the class will have to solve it. The group will let the class know if their answers are correct.

Closure: Have each student develop his or her own word problem. For reinforcement the teacher will pass out a worksheet containing five word problems. The students will be allowed to work in groups on it.

Short-term Objective: The student will create 5 of his own word problems. He will have 100% accuracy. He will correctly write and include the correct components of a word problem. He will be given a two-day period to complete this. The teacher will observe if the student includes a math problem and solves it correctly, and if he labels what objects he used in the math problem.

Assessment of lesson effectiveness: I will monitor the lesson effectiveness through a frequency count. I will monitor how many times the student correctly solved his

"problem" that he created. The student should be able to solve at least 85% of the class opportunities correctly.

Rational for the Cross-Categorical Teaching actions: This lesson plan is appropriate for students with emotional handicaps because it provides an opportunity for students to work in cooperative groups. The cooperative group work allows the students to interact in a social environment in a positive way. Students with emotional handicaps need to learn how to appropriately work in a social setting.

This lesson plan also provides structure and consistency when a student is learning how to solve a word problem.

Arizona Department of Education Professional Teaching Standards:

Standard 1 #5- *Addresses prior knowledge of individual and group performance.* This standard is met when the student uses his knowledge of addition and subtraction.

Standard 3 #12- *Uses a variety of effective teaching strategies to engage students actively in learning.* The lesson plan meets this standard because I use cooperative group work, individual work and answers, and I use the highlighters.

Arizona Academic Standards & Accountability:

1M-F3: *Understand the meaning for and the application of the operations of addition, subtraction, multiplication, and division.* The students have to use their knowledge of addition and subtraction to correctly setup and solve the problem.

P06: *Select appropriate operations to solve word problems.* This standard is met when the student creates his own problem. He should be able to solve his own word problem correctly.

Council for Exceptional Children Core Competencies:

Common Core 4: Instructional Content and Practice

Knowledge 1: *Differing learning styles of students and how to adapt teaching to these styles.* I demonstrated this by giving the students the opportunity to highlight key words, to actively participate, to use group work to create problems, and by using handouts and writing on the board.

Self-Determination: *Choice-Making Skills.* The student is able to choose what type of word problem he wants to write, addition or subtraction.

SDAIE: *Engages students in active participation activities and responses.* Every student in my class will participate by highlighting on their own worksheet, and by working in their group.

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MATHEMATICS: PROBLEM SOLVING FOR 9TH THROUGH 12TH GRADE STUDENTS WITH LEARNING DISABILITIES, MILD MENTAL IMPAIRMENT, AND TRAUMATIC BRAIN INJURY

Ann Karien Calvert

*Topic: Problem Solving! A failsafe lesson plan**

Objective: Given a sample story or word problem, students will demonstrate the ability to solve the problem with teacher assistance. Teacher will instruct the students in factors that affect problem solving.

Focus Questions: Do you like to solve word problems? Do they scare you?

Many people have difficulty with word or story problem solving. But I would like to show you how you can handle problem solving.

2 minutes

*Procedure:** Explanation:*

1. Sameness Analysis: looking for similarities in problems, and "types" of word problems. TEACH how word problems are alike.
2. Cue Words: TEACH students to look for cue words (have left, altogether, etc.).
3. Reasoning: Ask students to think about what the problem is asking. Do we have all the numbers we will need to solve the problem? (Teacher: be aware of syntactic complexity—keep the wording simple)
4. Extraneous information: show/TEACH students to edit unnecessary information, to look for the main ideas. (Teacher: watch content load: not too much information included in problem to be solved)

5 minutes

Demonstration: Give students a sample word problem. Read the problem to the students. Then begin to tell it again, reminding students to look for Sameness, Cue words, Reasoning and Extraneous information. Problem is syntactically simple, with only relevant information.

"Sam spent \$5.00 at McDonald's last week. This week, he has \$10.00. He wants to take his girlfriend to McDonald's. If they each order a Big Mac, a large Coke, and a large fries, will he have enough money to pay for this order?"

The Big Mac is on sale for \$.99, large Cokes cost \$1.49, and large fries cost \$1.89.

3 minutes

Application: As a class (group) we will solve this together with the help of:

- 1- Sameness analysis,
- 2- Cue words,
- 3- Reasoning
- 4- Extraneous information elimination

4 minutes

Evaluation/Celebration! We will talk about how we solved this problem and how we are ready and eager for the next word problem by looking for: Sameness

Cue words

Reasoning

& Extraneous information

1 minute

Materials: White board with markers

Calculators

Pencils and Index cards (optional)

Arizona Academic Standards & Accountability: Mathematics Standards

Standard 1: Number Sense – Proficiency

1M-P2. Construct, interpret and demonstrate meaning for real numbers and absolute value in problem-solving situations.

Standard 2: Data Analysis and Probability

2M-FS 3. Use number skills to solve a variety of real-world problems

Relationship to Self-Determination

Know yourself: know the options, decide what is important to you

Value yourself: take care of yourself

Plan: anticipate results

Act: take risks, negotiate, and be persistent

Experience outcomes & learn: realize success

*Nevin, A. (2000). "A Failsafe Lesson Plan" Distributed Fall 2000, SPE 323: Technology & Instructional Methods in Teaching Students with Cross Categorical Special Needs. ASU West.

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BEST COPY AVAILABLE

Donald Rand
SPE 324 Dr. Nevin
November 16,2000

Lesson Plan using Technology

Grade level- 4th to 6th grade level

Types of disabilities- students who attend a classroom for students with mild or moderate mental retardation

Personnel- teacher and a student peer tutor

Arizona Standards for Students: PROFICIENCY (Grades 9-12)

- 2M-P1. Construct and draw inferences including measures of central tendency, from charts, tables, graphs and data plots that summarize data from real-world situations
 - PO 1. Organize collections of data into frequency charts, stem-and-leaf plots, scatter plots and matrices
 - PO 2. Construct histograms, line graphs, circle graphs and box-and-whisker plots
 - PO 3. Draw inferences from collections of data
 - PO 6. Explain graphic misrepresentations and distortions of sets of data
- 2M-P2. Use appropriate technology (e.g., computer software) to display and analyze data
 - PO 1. Use appropriate technology to display data as lists, tables, matrices and plots
 - PO 3. Use appropriate technology to predict patterns in sets of data (e.g., "Does a scatter plot appear to be linear?")

Written Statement

This lesson plan is designed for basic step-by-step instruction that must be used with students who attend a class for mental retardation. This lesson plan requires an overhead screen so the teacher can demonstrate where to move the arrow and which screen to go to. The teacher will also have the assistance of two student peer tutors that will walk around the room assisting the students with step-by-step instruction. Graph Club software provides a manipulating environment where a student can structure an entire graphing unit. It helps students develop the ability to read and interpret graphs and use graphs to communicate information, answer questions, and solve problems.

Student Instructional Objective

The students will sign on to the computer by using the user name and password they developed. The students will be introduced to graphing techniques by using Graph Club software on the personal computer during a 50-minute class period. The students will recognize and apply quantities of picture graphs and then match it to another picture graph. The students will identify the 4 different types of graphs and a table chart, where they will learn the relationship of each. The students will then develop a graph of their own by a survey that was done in class and print out the graphs. The teacher will then evaluate the printed out graphs where the students will complete the graphs with 80% accuracy.

Focusing Questions:

Why do we use graphs? What are the four types of graphs? What is a table chart? How do we use a graph?

Introduction

Explain to the students that they will be doing a lesson plan on graphing with the Graph Club computer software.

Explain to the students that they will learn how to read a graph, be introduced to the four different types of graphs, and learn how to develop a graph.

Procedure

Have the students log on to the computer by using their password. The students will sign on to Graph Club by using the mouse.

Demonstration

The teacher will demonstrate how to do each step by using the overhead screen while the students follow along. There will also be two student peer tutors assisting with the students.

Application

The students will enter the four modes screen where they will click on to the box that reads "Match". The students will then practice counting and quantity skills by dragging objects over to an empty graph, which will match the graph already designed. The students will gain awareness of how to drag an object by using a mouse and the click button. The object is for the students to create a graph on the right that matches the randomly generated graph on the left. When the student has entered the data in the bar graph that matches data in the picture graph, click **CHECK MY MATCH!** After the student has matched the graphs correctly they can then print out a certificate. This is a great way to reward a student's success with graphing.

The students will create their own graph by clicking onto the "Create" screen. The students will be given the option to graph a certain category that I took a survey on in class earlier. The categories will be favorite colors, ice cream, fruits or pets.

The students will then design a graph by using the [Graph] menu to choose the number of objects or categories that will be graphed and choose the symbols and colors from the Choose Symbols screen. After the students complete the graph they will have their developed graph printed out.

Evaluation

After the students finish printing out their graphs, I will ask each student to identify the type of graph they printed out and answer questions relating to the graph.

Arizona Teacher Standards:

C. Standard 2:

- Displays effective classroom management
- Facilitates people working productively and cooperatively with each other

D. Standard 3:

- Appropriately implements teacher designed lesson plan
- Encourages critical thinking
- Uses technology and a variety of instructional resources appropriately

Self Determination Skills

Plan

- Be creative, visually rehearse, plan actions to meet goals

Act

- Take risk, communicate, access resources and support, negotiate

Experience and outcomes

- Compare outcome to expected outcome, make adjustments
- Compare performance to expected performance, realize success

SDAIE Tactics

- A. Comprehensible Input and Output
 - Uses contextual references
 - Links new vocabulary and language to previously learned information
- C. "Sheltered" Content Instruction
 - Uses added resources and strategies to help students access core curriculum
 - Engages students into active participation activities and responses.
- D. Thinking Skills
 - Asks questions, gives directions, and generates activities to advance students to a higher level of thinking
- E. Classroom Environment
 - Nurtures a positive climate

CEC Competencies

Common Core 4

- Prepare appropriate lesson plans
- Choose appropriate technologies to accomplish student instructional objectives
- Use instructional time properly

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Annemarie Lampright
SPE 324 Dr. Ann Nevin
Mini-Lesson Demo.
November 16, 2000

Mathematical Data Analysis
Students diagnosed with MMM, MoMR, SMR Grade 6

INSTRUCTIONAL OBJECTIVE AND TASK ANALYSIS

INSTRUCTIONAL OBJECTIVE:

The Student will demonstrate analysis *Level of Thinking* of mathematics; *Data Analysis* by comparing and sorting objects by their physical attributes, with 95 – 100% on the Internet, as measured by teacher observation.

Arizona Standards:

Standard 2: Data Analysis And Probability

FUNCTIONAL (AGES 3-21): Within the functional context of home, school, work, and community environments, using assistive technology, students know and are able to do the following:

- 2M-FS1. Compare and sort objects by their physical attributes.
 - PO 1. Show curiosity about objects and their unique characteristics.
 - PO 2. Group objects as same/different.
 - PO 3. Using one-to-one correspondence, match by each characteristic of the following characteristics: shape, size, color, texture, weight, and/or length.
 - PO 6. Sort by categories (e.g., food, tools, clothing).

BEHAVIOR

TASK ANALYSIS

**ACTIVITY TO DEMONSTRATE
LEARNING**

1. Use a computer to access
*Dashing Dan's Date-o-Rama*¹.

1. Compare and sort matching objects

¹ Dashing Dan's Date-o-Rama. Bonus.com. (World Wide Web, 2000).

UNIT LESSON

LEVEL OF THINKING:

Analyze

VERB:

Analyze

DEFINITION OF VERB:

Break words down to understand it better; taking apart in order to perceive or establish a pattern or establish a pattern or relationship.

PROCESS:

Identify the purpose for analyzing

Select clues

Compare evidence found to establish pattern

Successfully match all objects

PERFORMANCE OBJECTIVE:

The students will successfully access *Dashing Dan's Date-o-Rama*², with 100% accuracy, within one class period, as orally measured by the teacher in the classroom.

LESSON OBJECTIVE:

The Student will demonstrate analysis *Level of Thinking* of mathematics; *Data Analysis* by comparing and sorting objects by their physical attributes, with 95 – 100% on the Internet, as measured by teacher observation.

TASK ANALYSIS:

Each student will access the web site Bonus.com, via the Internet, and match like objects in *Dashing Dan's Date-o-Rama*².

ANTICIPATORY SET:

What do two things that look the same mean?

OBJECTIVE:

Comparing and sorting objects by their physical attributes.

² Dashing Dan's Date-o-Rama. Bonus.com. (World Wide Web, 2000).

PURPOSE:

To group items that have identical physical attributes.

SUBOBJECTIVE:

Access information.

SET:

How can we find something on the Internet?

INFORMATION:

Explain what the Internet is.

EXAMPLES/MODEL:

Show examples of the Internet on the computer.

QUESTIONS/ACTIVITIES:

Access the web site. Have the class match objects. Ask how many pairs they successfully made.

GUIDED PRACTICE:

Continue matching while teacher observes.

CLOSURE/STUDENT SUMMARIES:

As a group, talk about what "sameness" is. Congratulate them all on their "research" and give them each a gold star on their nametags.

GUIDED PRACTICE:

Have class continue matching pairs independently while teacher observes.

CONTINUED PRACTICE:

Follow up with a lesson next week focusing on matching pairs.

Works Cited

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Appendix

Self Determination and Social Competence
Verbatim Essays by Fall 2000 Special Education Interns

How would you 'fit' self-determination into the concept of 'social competence'?
[Verbatim responses to study guide question posed in SPE 324, Fall 2000]

Self-determination and social competence are related in that each focuses on valuing one's self and maintaining positive relationships with others (peers, family, friends, co-workers) and with one's self. Social relationships are held in high regard and goals are set by choices the individual makes about his/her own life. Self-development is also a continuing process carried out through a life time. Getting along with others corresponds to how one values him/herself.

It seems that those who are socially competent are also self-determined; thus the two go hand in hand. In order to achieve the ends of self-determination, students must possess a growing degree of social competence, and through reaching their goals of self-determination, their level of social competence will be increasing.

To me these concepts are virtually the same. Self-determination parallels social competence in the expected outcomes of each.

I would say that self-determination fits under the Vaughn and Hogan (1990) model of social competence as cited in Bos and Vaughn (1998)¹ in #2: "accurate/age appropriate social cognition. This component includes how the child thinks about self and others, as well as the extent to which the child understands and interprets social situations. This component includes self-perceptions, social problem solving, attributions, locus of control, empathy and social judgment." If a student doesn't know how to do all of these things, they will have problems with self-determination as well.

I think self-determination and social competence go hand in hand. I don't think you could have one without the other. Bos and Vaughn (1998) described a socially competent person who is seemingly always at ease. If you don't feel good about yourself, this will not come across. A self-determined person takes risks. Without taking risks, a person cannot initiate contact, give and receive feedback, and maintain positive relationships with others which is vitally part of social competence.

I feel social competence is necessary to value yourself, act, and take risks, negotiate, and communicate (all components of self-determination).

A student's self-awareness and esteem suffer due to alienation (socially) with those around him or her. The social competence model (described in Bos and Vaughn, 1998, p. 377) includes components that can help decrease alienation.

A person's self-determination will control how he decides to react to a situation (a social competence). If the person learns to have control over his own decisions and responses (social competence), he will be developing his self-determination.

¹ Bos, C., & Vaughn, S. (1998). Chapter 9: Socialization and Classroom Management (p. 377). In *Strategies for teaching students with learning and behavior problems*, 4th ed. Boston, MA: Allyn & Bacon.

Self-determination² is the key to unlocking the child's ability to become socially competent (Bos & Vaughn, 1998, p. 377). Giving students choices and teaching them how to problem solve indicates higher level functioning than just rote memorization. Teaching children how to deal with substantial problems appropriately and maturely is the entire goal of parenthood and it should be a goal of teachers. Young people who can learn to problem solve make decisions on their own and can then go on to self evaluate for improvement and eventually come to a place where they feel experienced and knowledgeable enough to become active and productive members of society.

Self-awareness (a component of self-determination) leads to 'seeing how others see you' (a social competence). It can be very empowering to be aware of this and to problem solve how to change that perception perhaps through social skills training. (Verified on p. 387 of Bos & Vaughn, 1998, "ownership of their tasks", "own goals", and how their behaviors affects others).

Self-determination helps with social competence in the fact that risk taking and choice making are an importation part of socializing with other peers.

I would 'fit' self-determination into the concept of social competence because I need to analyze situations, and react in positive and age/socially appropriate behaviors. Social competence includes positive relations with others, accurate/age-appropriate social cognition, absence of maladaptive behaviors, and effective social behaviors [Bos & Vaughn, 1998, p. 378]

Self-determination is used as a tool for social competence. Students who are not socially competent for behaviors in public must learn to evaluate themselves and use modeling methods. The self-determination process helps them when they decide to invest in acting appropriately in society [and experience the positive consequences].

I would praise students for demonstrating socially competent behaviors and build upon those appropriate behaviors so the students can recognize what they're doing well and what may need to be worked on.

Structured learning would directly teach planning and decision making in adolescents. Set up cooperative learning techniques to increase self-esteem and social skills, to make positive relationships with others possible. Making appropriate choices for themselves demonstrates accurate/age-appropriate social cognition. I would make a variety of choices available for the student to choose from → decision making. Vocational/job training and how to act properly while out in public could address absence of maladaptive behaviors. When the student has obtained some measure of self esteem, I would purposely place him/her in situations where s/he must make small talk, answer questions, give and receive feedback---thus increasing social competence AND self-determination at the same time.

² Wehmeyer, M., et al. (1997). The development of self-determination and implications for educational interventions for students with disabilities. *International Journal of Disability, Development, and Education*, 44(4), 605-628.

**Arizona State University West
College of Education
Special Education Programs**

SEMESTER 2: Undergraduate Special Education Teacher Education Program

SPE 324: Methods in Cross Categorical Special Education*

[Fall 2000 1:40-4:30 PM W Tolleson High School]

DR. ANN NEVIN, PROFESSOR

Mini Lesson Plan Demonstration

This is one of 5 classes that have been collaboratively developed by Dr. Ida Malian and Dr. Ann Nevin for the first year implementation of the newly revised Special Education Teacher Education Undergraduate Program. Students must enroll concurrently in all 5 classes AND SPE 396: Field Experiences (a 75+ hour internship with a certified special educator in the Tolleson Elementary or Tolleson Union High School District).